

Inspection date

26/02/2014

Previous inspection date

25/02/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend

4

The contribution of the early years provision to the well-being of children

4

The effectiveness of the leadership and management of the early years provision

4

The quality and standards of the early years provision

This provision is inadequate

- The childminder has significant gaps in her understanding of the learning and development requirements and teaching skills. She fails to ensure that the quality of teaching and provision of resources across all seven areas of learning is consistently effective to extend and challenge children in their learning and development so that they make sufficient progress.
- Children are failing to form secure attachments with the childminder because the role of key person is not embedded. This means children's emotional well-being is not well supported. Partnerships with parents are not focused enough on supporting children's individual learning needs.
- The childminder has failed to consider how children's individual care and learning needs are met, especially when taking other children to and from different schools.
- Kitchen surfaces are used as nappy changing facilities and children cannot access fresh drinking water at all times. This compromises the good health of children.
- Children's behaviour is not managed well. This leads to a disorderly environment that hinders children's learning and puts others at risk, particularly young babies.

It has the following strengths

- Records with regards to accidents and incidents are maintained appropriately.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the lounge and kitchen.
- The inspector looked at the childminder's self-evaluation form and improvement plan.
- The inspector checked evidence of suitability and qualifications of the childminder and assistant working with children.
- The inspector looked at documentation, which included car documents, first aid certificates, qualifications and children's learning records.
- The inspector spoke with the childminder about the daily routines and children's individual learning.
- The inspector took account of the views of children and parents/carers included in questionnaires.

Inspector

Karen Laycock

Full report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also registered as her assistant and two children aged 17 and 28 years in a house in Bilston. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The childminder works with her adult child, who is also a registered childminder. The childminder attends a play group and activities at the local children's centre. She visits the shops, a local park and farm on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll, seven of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- increase understanding of the Early Years Foundation Stage to ensure that children learn, develop and are kept healthy and safe through good quality teaching and a suitable range of accessible and appropriate resources
- ensure robust observations of children's learning are undertaken and assess their progress across the seven areas of learning in relation to their age and stage of development, using this information to plan the next steps in learning for each child so that they make good progress
- ensure each child is assigned a key person, in order to tailor the care and learning to meet each child's individual needs
- ensure that partnerships with parents are improved so that all parents are kept consistently informed of their child's progress and given support as to how to continue their child's learning at home
- ensure that necessary steps are taken to prevent the spread of infection by having suitable changing facilities in place and that fresh drinking water is available and accessible at all times, so that children's good health is promoted
- ensure the care of older children does not adversely affect the care and learning of early years children; this specifically relates to minimising the amount of time children spend in vehicles and pushchairs during the course of the day, when children are being taken to and collected from school and pre-schools.

To further improve the quality of the early years provision the provider should:

- ensure that opportunities are provided to promote children's independence, particularly at meal and snack times.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

The childminder has a poor understanding of how to use observations of children's learning to monitor their development and plan for their next steps in learning. This results in weak teaching because activities are not tailored to meet children's individual needs. It also means that children's progress is not tracked over time, in order to effectively identify any gaps in their learning. Consequently, the childminder's ability to

provide children with more targeted support if needed is significantly hampered. Her ability to work in partnership with parents to support children's learning at home is also ineffective. Therefore, children do not receive the support they need to ensure they are well-prepared for school or their next stage of learning and do not fully benefit from cohesion and consistency in their learning. The childminder is aware of the need to review children's progress when they are aged two. The lack of understanding and focus upon what children can and cannot do significantly hinders the quality of her teaching. For example, at story time the television is used to play a compact disc version of an action story. Consequently, the childminder does not have the opportunity to focus on the print in the book, point out significant words, or model the language of print, such as, 'word', 'page', 'beginning' or 'end'. She does not help children to identify the main event in the story or plan or enact the story during imaginative play. She does not ask questions to extend children's ideas of what is possible, for example, by asking 'I wonder what would happen if....' The story provides opportunities for children to be physical and to learn mathematical positional language, such as, 'over', 'under' and 'through' but these are missed by the childminder. The childminder does not plan or capture the opportunity to extend children's learning. Consequently, children's communication, literacy, mathematics and expressive art and design skills are not adequately supported or extended. On occasions, the childminder suitably supports children's interest. For example, when children show an interest in music and movement as they play with musical instruments, she provides a favourite song to encourage children's enjoyment of singing and moving rhythmically. However, this was played through the television and some children stop using the instruments and sit down to watch. Most toys and resources are not easily accessible. Pencils and paper are provided on a table and children happily make marks and point these out to one another. This activity supports their small physical skills to help to develop their early writing. However, these are put away out of reach of children, which prevents them from independently accessing the activity again and does not support their self-confidence or help children to become motivated learners and make good progress in their learning and development. Babies do not have opportunities to play and explore as there are insufficient resources and activities to provide stimulating and challenging opportunities, which means that children's progression to the next stage of learning is not effectively supported.

The key person system is not fully embedded; therefore, the childminder is not able to effectively support the learning and development of all children. There are insufficient activities for all children, particularly babies and children under the age of two years. For example, several children are waiting for a turn on the one available activity provided, which was a game suitable for two players. A baby tries to touch the toy and is told by another child to 'go away'. The co-childminder gives the baby a laptop toy to distract the child but the child does not have any interest in playing with this and walks away. The childminder does not attempt to engage the child in purposeful play. This does not promote the characteristics of effective learning and results in children becoming frustrated, bored and not enjoying the satisfaction of achieving their own goals. The childminder has also undertaken to take children to and collect from different pre-school and schools in the morning, lunchtime and after school. This results in the childminder and assistant going to different locations and they leave the co-minder in the home. This means the childminder and assistant take children with them so that they maintain their child to adult ratios overall. Children are randomly chosen to go on the school runs,

without consideration of how this meets the younger child's needs and how it promotes their development through interesting, challenging and hands-on experiences. There is no consideration given to the differing ages of children being transported at this time or their development or care needs. These experiences, therefore, provide children with no challenge, hindering their progress and development.

The childminder discusses children's individual needs and what they enjoy doing with parents when children start. However, she does not consistently engage with all parents to regularly share their children's achievements and learning priorities. This does not keep all parents informed of their child's progress and does not support all parents to continue their child's learning at home.

The contribution of the early years provision to the well-being of children

The childminder co-minds with another childminder and has failed to implement the important role of the key person fully. As a result, when children are upset, anxious or bored, the key person does not recognise that they need attention and stimulation. Young babies are excluded from social interaction with other children at lunchtimes and spend long periods eating alone away from the main group. The childminder removes children's comforters when children are distracted as she says these cause conflict with other children. This does not support emotional well-being or foster secure attachments between children and the childminder. Due to this, children, particularly babies, are not happy in the setting as they do not have the emotional support they need. This does not emotionally prepare children for future transitions, including school. Most children play well together but the childminder does not respond to the challenging behaviour of some children and at times children's needs are not met, particularly babies. There are insufficient activities for children and resources are not freely accessible, which results in arguments over toys, with young babies struggling to understand why they cannot participate. This leads to a disorderly environment that puts babies at risk of harm. Children's nappies are changed on a kitchen work surface. This compromises children's good health as the childminder does not take necessary steps to prevent the spread of infection. Children do not have fresh drinking water available and accessible at all times, which is a breach of the welfare requirements of the Early Years Foundation Stage. The childminder keeps children's labelled beakers in the kitchen, which is not freely accessible to children. A communal bowl with soap and water is used to wash children's hands at the table at snack time. This does not reduce the risk of cross-contamination or support children to learn to wash their hands correctly and therefore, does not prepare them for future transitions, including school.

Children benefit from opportunities to play outdoors which enables them to access fresh air and exercise. Children have good opportunities to promote their physical skills. For example, outdoors children learn to ride bicycles and other pedalled toys and enjoy regular visits to the local park to play on larger equipment where they learn to take risks and keep themselves safe. Children, however, do not have sufficient opportunities to develop their independence at snack times by being involved in the preparation of snack. For example, the childminder does not provide plates, so they cannot take turns in

handing these out. The beakers are filled by an adult in the kitchen and the co-minder cuts up the fruit. Nevertheless, children do enjoy healthy snacks of fruit and toast.

The effectiveness of the leadership and management of the early years provision

All adults living and working in the setting have undergone relevant suitability checks, which ensure children are cared for by suitable people. The childminder has a clear awareness of child protection issues and procedures. Risks inside the home, the garden and when on outings have been assessed. The childminder holds a current paediatric first aid certificate and an appropriate early years qualification at level 3. This provides her with some necessary skills for childminding. However, children's learning and development is inadequate because the childminder's quality of teaching is poor and she does not have systems in place to effectively monitor, evaluate and improve her provision. For example, recommendations raised at the previous inspection have not been addressed, demonstrating a poor capacity to improve. The future training needs of the childminder and of the co-childminder and assistant have not been identified. This results in coaching, training and support not always being provided to enable people to develop their skills and knowledge and to ensure standards are maintained in the setting. The key person system has not been fully embedded in the setting, which results in children being bored, frustrated and some are not settled in the childminder's care. Babies are excluded from group meals and sit alone for long periods. They do not have activities organised specifically to meet their developmental needs. This does not promote their emotional well-being or learning and development needs and results in them being unhappy and tearful in the setting. Outings lack purpose and the childminder has failed to consider the negative impact the collection of children from different schools has on younger children's care and learning needs.

Children's nappies are changed on a kitchen surface in the setting, which means that children's health is compromised as the childminder is failing to implement procedures appropriately to prevent spread of infection, in order to protect children's health. Children are unable to access fresh drinking water which does not promote children's good health. The childminder has failed to ensure that children's behaviour is managed in a suitable manner, which is a breach of the Childcare Register requirements.

Systems are in place for parents to share information with the childminder about any health or dietary issues children may have and there are thorough records for accidents and any medication administered. The childminder works in partnership with parents and is aware of the importance of developing partnerships with other settings which children attend. However, the childminder does not engage parents consistently to enable children's learning and development to continue at home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)**

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	251901
Local authority	Wolverhampton
Inspection number	866598
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	25/02/2009
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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